

# Unit 2

# The Young Republic

1789–1850

## CHAPTER 4

Federalists and Republicans

1789–1816

## CHAPTER 5

Growth and Division

1816–1832

## CHAPTER 6

The Spirit of Reform

1828–1845

## CHAPTER 7

Manifest Destiny

1840–1848

## Why It Matters

Internal improvements and industrial development began to transform the United States in the early 1800s, but these changes also highlighted the growing differences between the North and South and set the stage for civil war. At the same time, Americans fought a war with Mexico and continued to expand west, building a nation that stretched from the Atlantic to the Pacific.





*The bustle and excitement of an Election Day in Philadelphia in the early 1800s*



# Federalists and Republicans

## 1789–1816

**SECTION 1** Washington and Congress

**SECTION 2** Partisan Politics

**SECTION 3** Jefferson in Office

**SECTION 4** The War of 1812

*This detail from Jean Leon Gerome Ferris's painting Washington's Inauguration at Independence Hall, 1793 shows Washington being greeted by John Adams and Thomas Jefferson.*

**1789**

- Washington becomes president

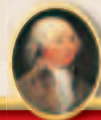
Washington  
1789–1797



**1794**

- Jay's Treaty is signed

J. Adams  
1797–1801



Jefferson  
1801–1809



**1804**

- Lewis and Clark begin to explore the Louisiana Purchase



**1803**

- Louisiana Purchase doubles size of the nation

**U.S. PRESIDENTS**

**U.S. EVENTS**

**WORLD EVENTS**

**1789**

- French Revolution begins

**1793**

- Louis XVI is guillotined during French Revolution

**1798**

- Quasi-War between France and the US begins

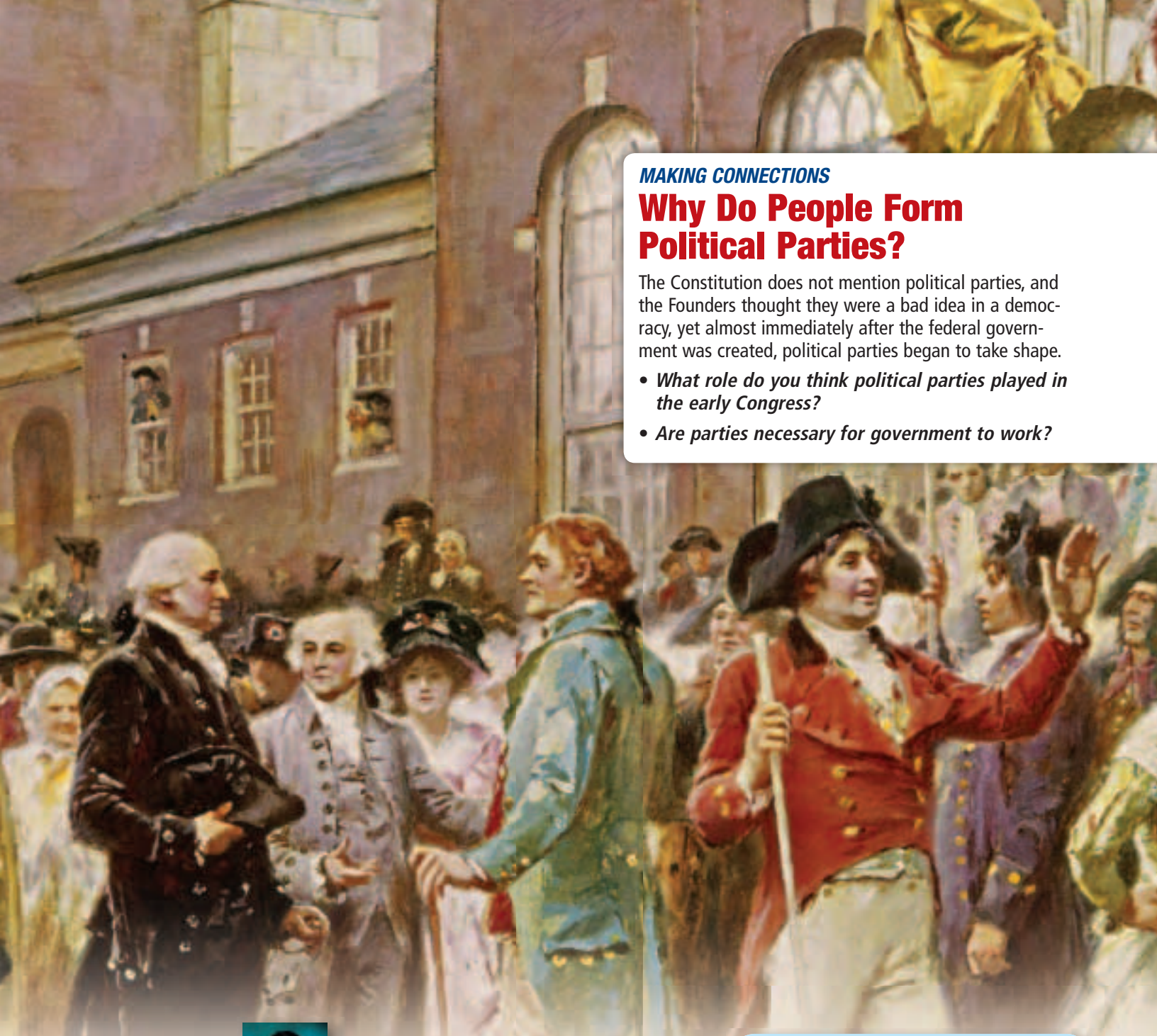


### MAKING CONNECTIONS

## Why Do People Form Political Parties?

The Constitution does not mention political parties, and the Founders thought they were a bad idea in a democracy, yet almost immediately after the federal government was created, political parties began to take shape.

- *What role do you think political parties played in the early Congress?*
- *Are parties necessary for government to work?*



Madison  
1809–1817



**1814**

- Hartford Convention meets
- Treaty of Ghent is signed

**1811**

- Battle of Tippecanoe breaks up Tecumseh's confederacy

**1812**

- United States declares war on Britain

1805

**1805**

- British navy wins Battle of Trafalgar
- Russia begins building forts in Alaska



**1812**

- Napoleon invades, then retreats from Russia

1810

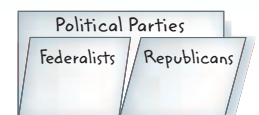
1815


**1816**

- Argentina declares independence

**FOLDABLES**

**Analyzing Political Parties** Create a Concept Map Foldable that compares the different points of each political party. List the groups that supported them and their attitudes toward territorial expansion and a national bank.



**History**  **ONLINE Chapter Overview**  
Visit [glencoe.com](http://glencoe.com) to preview Chapter 4.



# Section 1

## Washington and Congress

### Guide to Reading

#### Big Ideas

**Individual Action** George Washington helped define the new American presidency.

#### Content Vocabulary

- cabinet (p. 154)
- bond (p. 156)
- speculator (p. 157)
- enumerated powers (p. 157)
- implied powers (p. 157)
- agrarianism (p. 159)

#### Academic Vocabulary

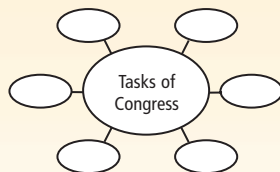
- revenue (p. 155)
- creditor (p. 156)

#### People and Events to Identify

- Tariff of 1789 (p. 156)
- Bank of the United States (p. 158)
- Whiskey Rebellion (p. 158)

#### Reading Strategy

**Organizing** Complete a graphic organizer similar to the one below by indicating the tasks completed by the first Congress under the Constitution.



President Washington and the First Congress had to decide how to make the new government function effectively. The conflicting philosophies of Thomas Jefferson and Alexander Hamilton became the basis for two new political parties.

## Creating a New Government

**MAIN Idea** With the adoption of the Constitution, American leaders had to establish a new national government to deal effectively with the challenges facing the nation.

**HISTORY AND YOU** Have you ever had to accomplish something based on a complicated plan? Read on to find out how American leaders carried out the specifications of the new Constitution.

The Philadelphia Convention had given the nation a new Constitution. George Washington's task, and the task facing the newly elected Congress, was to take the words of the Constitution and turn them into an effective government for the United States. To get the government up and running, the president needed a bureaucracy to handle different responsibilities. In 1789 Congress created the Department of State, the Department of the Treasury, the Department of War, and the Office of the Attorney General.

To manage these departments, Washington wanted individuals who were "disposed to measure matters on a Continental Scale," instead of thinking only of their own states. He chose Thomas Jefferson as secretary of state, Alexander Hamilton as secretary of the treasury, and General Henry Knox as secretary of war. For attorney general, Washington selected Edmund Randolph, the former governor of Virginia. Washington regularly met with these men to ask for their advice. The department heads came to be known as the **cabinet**, a group of advisers to the president.

Congress also established the federal judiciary. In the Judiciary Act of 1789, Congress established 13 district courts, three courts of appeal, and the Supreme Court. With the Senate's consent, Washington chose the federal judges and selected John Jay to become the first chief justice of the United States.

## The Bill of Rights

One of the most important acts of Congress was the introduction of the Bill of Rights. During the campaign to ratify the Constitution, the Federalists had promised to add such amendments. James Madison, one of the leaders in Congress, made the passage of a bill of rights top



# Origins of the Bill of Rights

Basic Rights	Magna Carta (1215)	English Bill of Rights (1689)	Virginia Declaration of Rights (1776)	Virginia Statute for Religious Freedom (1786)	American Bill of Rights (1791)
No state religion				●	●
Freedom of worship		● <i>limited</i>	●	●	●
Freedom of speech		●	●		●
Right to petition		● <i>limited</i>			●
Right to bear arms					●
No quartering troops in private homes without permission					●
No searches and seizures without a specific search warrant	●		●		●
Government cannot take away life, liberty, or property unless it follows proper court procedures (due process)	●	●	●		●
Right to a speedy public trial by jury and to a lawyer	●	●	●	●	●
No excessive bail, fines, or cruel and unusual punishment	●	●	●		●

## Steps to the Bill of Rights

In creating the Bill of Rights, the first ten amendments to the Constitution, James Madison drew on the great founding documents of English legal history and tradition: Magna Carta, the English Bill of Rights, the Virginia Declaration of Rights, and the Virginia Statute for Religious Freedom. Beginning in 1215, these and other documents had established protections of individual rights and freedoms designed to safeguard citizens from oppression and tyrannical government.

### Analyzing VISUALS

- Specifying** Which right was established in the Magna Carta and appears in all subsequent documents?
- Explaining** Which two rights are the only ones unique to the American Bill of Rights, and why do you think that is?

priority. He hoped it would demonstrate the good faith of federal leaders and build support for the new government.

In drafting the Bill of Rights, Madison relied heavily on the Virginia Declaration of Rights that George Mason had prepared in 1776 and the Virginia Statute for Religious Freedom that Thomas Jefferson had written in 1786. In late September 1789, Congress agreed on 12 constitutional amendments. They were then sent to the states for ratification, but only 10 were approved. These 10 went into effect and are generally referred to as the Bill of Rights. The first eight protect the rights of individuals against actions of the federal government. The

last two set limits on the powers of the new national government. The Ninth Amendment states that the people have other rights not listed. The Tenth Amendment states that any powers not specifically given to the federal government are reserved for the states.

## Financing the Government

Having organized the new federal government, the next most pressing need was a source of **revenue**. Without money, the government could not operate. Madison and Hamilton responded to this need with different plans for financing the government.



**The Tariff of 1789** James Madison suggested that the federal government raise most of its money by taxing imports. After much discussion, Congress passed the **Tariff of 1789**. This law required importers to pay a percentage of the value of their cargo when they landed it in the United States. Shippers also had to pay tonnage—a tax based on how much their ships carried.

The tariffs and tonnage rates angered many Southern planters. High tonnage rates meant they would be charged higher rates to ship their rice and tobacco to Europe. The new tariff also meant that the imported goods the South needed would cost more. Many Southerners began to suspect that the federal government was opposed to their region's interests.

**Hamilton's Financial Program** Hamilton supported the Tariff of 1789, but he believed the government also needed the ability to borrow money. To fund the Revolutionary War, the Confederation Congress had issued **bonds**—paper notes promising to repay money after a certain length of time with interest. By 1789, the United States owed roughly \$40 million to American citizens and another \$11.7 million to lenders in France, Spain, and the Netherlands.

Few believed the bonds would be repaid in full, and they had fallen in value to as little as 10 cents on the dollar. In 1790 Hamilton asked Congress to redeem the bonds at full value.

Hamilton believed that if the United States accepted these debts at full value, then wealthy **creditors**, bankers, and merchants who owned the bonds would have a stake in the new government's success and enough confidence in its financial stability to lend it money in the future. Hamilton had described the importance of debt several years earlier:

### PRIMARY SOURCE

"A national debt if it is not excessive will be to us a national blessing; it will be a powerfull cement of our union. It will also create a necessity for keeping up taxation . . . which without being oppressive, will be a spur to industry. . ."

—from Alexander Hamilton, letter to Robert Morris, April 30, 1781

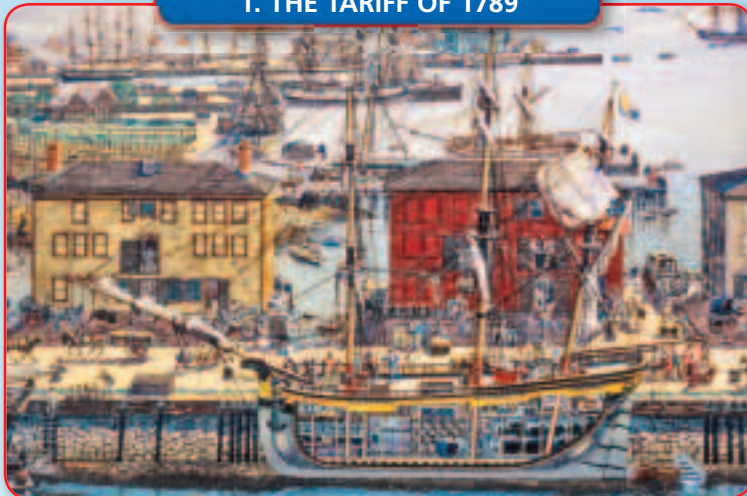
**Opposition to Hamilton's Plan** Led by Madison, critics argued that Hamilton's plan was unfair to the original purchasers of the bonds. These people—who included farmers, war veterans, and widows—fearing they would

## PRIMARY SOURCE

### Funding a New Government

For the new federal government to succeed, it needed money. Secretary Alexander Hamilton wanted the government to do four things to secure its ability to raise money: 1. tax imports, 2. take on the debts of the Continental Congress, 3. establish a national bank, and 4. impose an excise tax on whiskey. All were controversial.

#### 1. THE TARIFF OF 1789



#### 2. THE NATION'S FINANCES, 1792

##### Debts

• Foreign debt:	\$11.7 million
• State debt the federal government agreed to pay:	\$21.5 million
• Domestic debts (bonds):	\$42.4 million
• Total:	\$75.6 million

Annual interest on the debts (must be paid every year):	\$4.6 million
---	---------------

##### Income

• Customs revenue (tariffs and tonnage):	\$4.4 million
• Excise taxes (whiskey tax):	\$1.2 million
• Funds remaining (after paying interest):	\$1.0 million

▲ Hamilton believed that establishing a national bank that would take on prior debts would give lenders a stake in the new government's success.

◀ The Tariff of 1789 levied a tax on the value of goods imported and on the weight of the shipment (tonnage).



never be paid, had sold their bonds to **speculators**. Madison was outraged that speculators who had paid as little as \$10 for a \$100 bond would now receive full value.

Madison and other Southerners were also upset because Northerners owned most of the bonds, while much of the tax money that would be used to pay off the bonds would come from the South. Madison also worried that creditors would eventually dominate American society and endanger liberty.

The debate over Hamilton's proposals raged for months. Finally, in July 1790, Hamilton, Madison, and Jefferson struck a deal. Madison and Jefferson would use their influence to convince Southerners in Congress to vote for Hamilton's plan. In return, the United States capital would move from New York City to an area along the Potomac River to be called the District of Columbia. Southerners believed that having the capital in the South would help offset the strength of the Northern states.

## The Bank of the United States

With his system of public credit finally in place, Hamilton asked Congress to create a national bank. He argued that the government

needed the bank to manage its debts and interest payments. The bank would also issue bank notes—paper money. The notes would provide a national currency that would promote trade, encourage investment, and stimulate economic growth.

Southerners opposed the plan. They pointed out that Northern merchants would own most of the bank's stock. Madison argued that Congress could not establish a bank because it was not among the federal government's **enumerated powers**, or powers specifically mentioned in the Constitution.

Despite Madison's objections, Congress passed the bank bill. Washington realized that his decision to sign the bill or to veto it would set an important precedent. Attorney General Randolph and Secretary of State Jefferson argued that the Constitution did not give the federal government the power to create a bank. Hamilton disagreed, noting that Article I, Section 8, of the Constitution gave the federal government the power "to make all laws which shall be necessary and proper" to execute its responsibilities. The "necessary and proper" clause created **implied powers**—powers not listed in the Constitution but necessary for the government to do its job.

### 3. THE NATIONAL BANK

*Hamilton explains why a national bank is constitutional:*

"[I]f the measure have an obvious relation to that end, and is not forbidden by any particular provision of the Constitution—it may safely be deemed to come within the compass of the national authority. There is also this further criterion, which may materially assist the decision. Does the proposed measure abridge a preexisting right of any State or of any individual? If it does not, there is a strong presumption in favour of its constitutionality. . . ."

—from Alexander Hamilton,  
*Opinion on the Constitutionality of  
Establishing a National Bank*,  
February 23, 1791



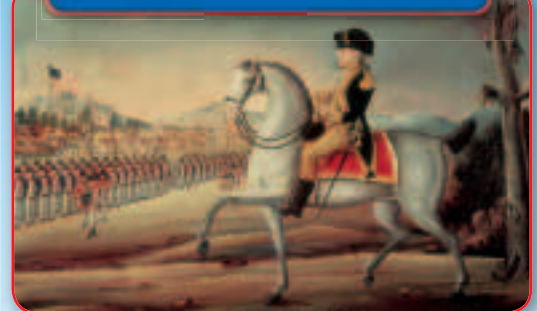
*Jefferson argues that a national bank is unconstitutional:*

"I consider the foundation of the Constitution as laid on this ground that 'all powers not delegated to the U.S. by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people.' . . . To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field [sic] of power, no longer susceptible of any definition."

—from Thomas Jefferson,  
*Opinion on the Constitutionality of  
Establishing a National Bank*,  
February 15, 1791



### 4. EXCISE TAXES



▲ The excise tax on whiskey was especially despised and led to a rebellion in 1794 quelled by federal troops sent by George Washington.

### DBQ Document-Based Questions

1. **Synthesizing** Why did Hamilton want to establish credit for the new nation?
2. **Explaining** Why did Jefferson argue against a national bank?



A national bank, Hamilton argued, was necessary to collect taxes, regulate trade, and provide for the defense. Jefferson agreed that implied powers existed, but believed “necessary and proper” meant absolutely necessary, not simply convenient. After studying the issue, Washington agreed to sign the bill. In 1791 the **Bank of the United States** was created with a 20-year charter.

**History ONLINE**  
**Student Web Activity** Visit [glencoe.com](http://glencoe.com) and complete the activity on the rise of political parties.

## The Whiskey Rebellion

Hamilton also believed the government had to establish its right to impose direct taxes. In 1791 Congress imposed a tax on the manufacture of whiskey. The new tax enraged western farmers who distilled their grain into whiskey before shipping it to market. The **Whiskey Rebellion** erupted in western Pennsylvania in 1794. Farmers terrorized tax collectors, stopped court proceedings, and robbed the mail. In August 1794, Washington sent about 15,000 troops to crush the rebellion. The rebels dispersed without a fight. This willingness to use armed troops against civilians, however, worried many people.

 **Reading Check** **Explaining** Why did Madison object to Hamilton’s plan for a national bank?

## The Rise of Political Parties

**MAIN Idea** Federalists backed a stronger government and manufacturers; Republicans supported a weaker government and farmers.

**HISTORY AND YOU** The Federalists were more popular in some parts of the nation, the Democratic-Republicans in others. Is one political party more popular than others in your state?

During Washington’s first term in office, the debate over Hamilton’s financial program divided Congress into factions based on their views of the federal government’s role. These factions became the nation’s first political parties. Hamilton’s supporters called themselves Federalists. His opponents, led by Madison and Jefferson, took the name Democratic-Republicans, although most people at the time referred to them as Republicans.

Decades later, the Democratic-Republicans became known as the Democrats, the name they are known by today. The party known today as the Republican Party is a different party that was founded in 1854. The Federalist Party does not exist today.

## People IN HISTORY

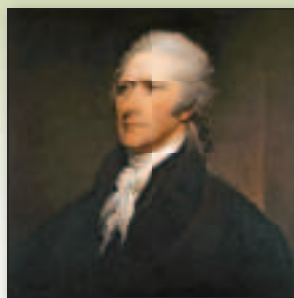
### Alexander Hamilton 1755/57–1804

Alexander Hamilton was born in the British West Indies and immigrated to America in 1772. An attorney by profession, Hamilton represented New York at the Constitutional Convention of 1787 and, as author of many of the *Federalist* papers, was instrumental in getting the Constitution ratified.

As secretary of the treasury in the new government, Hamilton advocated his vision for a powerful national government, a national bank, and the assumption of Revolutionary-era debts. His ideas became the foundation of the Federalist Party.

Hamilton resigned as treasury secretary in 1795, but remained influential. In 1804 he was killed in a duel with Aaron Burr, a political enemy. An ambitious, brilliant, pragmatic, and innovative statesman, Alexander Hamilton’s legacy is the strong national government we have today.

**How did Alexander Hamilton contribute to the formation of the U.S. government?**



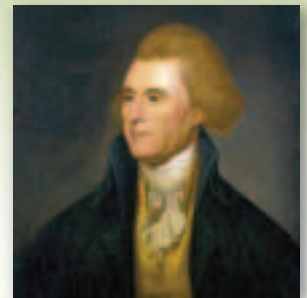
### Thomas Jefferson 1743–1826

Thomas Jefferson was a man of contradictions. He wrote elegantly about American ideals of rights and liberties, yet he was a slaveholder. Jefferson was the chief drafter of the Declaration of Independence and the author of the Virginia Statute for Religious Freedom.

During the Revolution, Jefferson served as United States minister to France. He remained in that post until 1789, when he returned to the United States to become secretary of state in Washington’s administration.

With James Madison, Jefferson formed the Democratic-Republican Party in opposition to the Federalists, whom he felt were betraying the ideals of the American Revolution by attempting to set up a government as authoritarian as the British monarchy. Jefferson believed that the power of the national government power should be minimized. In 1800 he was elected to be the third president of the United States.

**What was Jefferson’s vision for the nation?**





## Hamilton and the Federalists

Hamilton favored a strong national government. He believed that democracy was dangerous to liberty and stated that “the people are turbulent and changing; they seldom judge or determine right.” This distrust led him to favor putting government into the hands of the “rich, well born, and able.”

Hamilton also believed that manufacturing and trade were the basis of national wealth and power. He favored policies that would support these areas of the economy. Supporters of the Federalist Party often included artisans, merchants, manufacturers, and bankers. The party also attracted urban workers and Eastern farmers who benefited from trade.

## Jefferson and the Republicans

Although James Madison led the opposition to Hamilton’s program in Congress, Thomas Jefferson emerged as the leader of the Democratic-Republicans. Jefferson believed that the strength of the United States was its independent farmers. His ideas are sometimes referred to as **agrarianism**. Jefferson argued that owning land enabled people to be independent. As long as most people owned their own land, they would fight to preserve the Republic.

Jefferson feared that too much emphasis on commerce would lead to a society sharply divided between the rich, who owned everything, and the poor, who worked for wages. He also believed that the wealthy would corrupt the government and threaten the rights and liberties of ordinary people.


### PRIMARY SOURCE

“Dependence begets subservience and venality, suffocates the germ of virtue. . . . While we have land to labour . . . let us never wish to see our citizens occupied at a work-bench, or twirling a distaff. . . . [L]et our work-shops remain in Europe. It is better to carry provisions and materials to workmen there, than bring them to the provisions and materials, and with them their manners and principles. . . . The mobs of great cities add just so much to the support of pure government, as sores do to the strength of the human body.”

—from *Notes on the State of Virginia*

In general, Democratic-Republicans supported agriculture over commerce and trade. They also expressed concern that Hamilton’s policies tended to favor the North. Over time, they became the party that stood for the rights of states against the federal government.

The development of America’s first two political parties divided the country regionally. The rural South and West tended to support the Republicans, while the more urban Northeast tended to support the Federalists. Although these parties emerged during the dispute over Hamilton’s programs, events in Europe would deepen the divisions between them and create new crises for the young nation.

 **Reading Check** **Classifying** What were the nation’s first two political parties, and what issues did they favor?

# Section 1 REVIEW

### Vocabulary

**1. Explain** the significance of: cabinet, Tariff of 1789, bond, speculator, enumerated powers, implied powers, Bank of the United States, Whiskey Rebellion, agrarianism.

### Main Ideas

- 2. Listing** What actions of the new federal government started and ended the Whiskey Rebellion?
- 3. Identifying** Who was the main leader of each of the new American political parties?

### Critical Thinking

- 4. Big Ideas** What precedents did George Washington set as president of the United States?
- 5. Categorizing** Use a graphic organizer similar to the one below to list the first political parties in the United States, their supporters, and the issues they promoted.

Political Party	Supporters	Issues Supported

- 6. Analyzing Visuals** Study the chart on the Bill of Rights on page 155. What new protection originated in the Virginia Statute for Religious Freedom?

### Writing About History

- 7. Persuasive Writing** Suppose you are James Madison. Write a speech to persuade others not to support Alexander Hamilton’s financial program.



**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.





### Profile

**GEORGE WASHINGTON** *At the age of 16, George Washington carefully transcribed in his own hand the Rules of Civility and Decent Behaviour in Company and Conversation. Among the rules our first president lived by:*

- Every action done in company ought to be with some sign of respect to those that are present.
- When in company, put not your hands to any part of the body, not usually [un]covered.
- Put not off your clothes in the presence of others, nor go out your chamber half dressed.
- Sleep not when others speak.
- Spit not in the fire, nor stoop low before it. Neither put your hands into the flames to warm them, nor set your feet upon the fire, especially if there is meat before it.
- Shake not the head, feet or legs. Roll not the eyes. Lift not one eyebrow higher than the other. Wry not the mouth, and bedew no man's face with your spittle, by approaching too near him when you speak.
- Show not yourself glad at the misfortune of another though he were your enemy.
- Be not hasty to believe flying reports to the disparagement of any.
- Think before you speak.
- Cleanse not your teeth with the Table Cloth.

### VERBATIM

#### WAR'S END

**“I hope you will not consider yourself as commander-in-chief of your own house, but be convinced, that there is such a thing as equal command.”**

**LUCY FLUCKER KNOX,**  
*to her husband Henry Knox, upon his return as a hero from the Revolutionary War*

**“The American war is over, but this is far from being the case with the American Revolution. Nothing but the first act of the drama is closed.”**

**BENJAMIN RUSH,**  
*signer of the Declaration of Independence and member of the Constitutional Convention*

**“You could not have found a person to whom your schemes were more disagreeable.”**

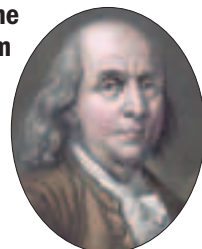
**GEORGE WASHINGTON,**  
*to Colonel Lewis Nicola, in response to his letter urging Washington to seize power and proclaim himself king*

**“It appears to me, then, little short of a miracle that the delegates from so many states . . . should unite in forming a system of national government.”**

**GEORGE WASHINGTON,**  
*in a letter to the Marquis de Lafayette at the close of the Constitutional Convention*

**“It astonishes me to find this system approaching to near perfection as it does; and I think it will astonish our enemies.”**

**BENJAMIN FRANKLIN,**  
*remarking on the structure of the new United States government*



LEONARD DESELVACORRIS



## Annual Salaries

*Annual federal employee salaries, 1789*

<b>President (he refused it)</b> .....	\$25,000
<b>Vice President</b> .....	\$5,000
<b>Secretary of State</b> .....	\$3,500
<b>Chief Justice</b> .....	\$4,000
<b>Senator</b> .....	\$6 per day
<b>Representative</b> .....	\$6 per day
<b>Army Captain</b> .....	\$420
<b>Army Private</b> .....	\$48



CORBIS

## 1780s WORD PLAY

### Dressing the “Little Pudding Heads”

*Can you match these common items of Early American clothing with their descriptions?*

- |                |  |
|----------------|--|
| 1. clout       | a. a band of strong fabric wrapped around a baby to suppress the navel                           |
| 2. stays       | b. a diaper  |
| 3. surcingle   | c. the wool cover worn over a diaper   |
| 4. pilch       | d. a head covering for a child learning to walk to protect its brain from falls                  |
| 5. pudding cap | e. a garment worn by children to foster good posture, made from linen and wood or baleen splints |

ANSWERS: 1. b; 2. e; 3. a; 4. c; 5. d

## Milestones

**SETTLED, 1781. LOS ANGELES**, by a group of 46 men and women, most of whom are of Native American and African descent.

**CALLED, 1785. LEMUEL HAYNES**, as minister to a church in Torrington, Connecticut. Haynes, who fought at Lexington during the Revolutionary War, is the first African American to minister to a white congregation. A parishioner insulted Haynes by refusing to remove his hat in church, but minutes into the sermon, the parishioner was so moved that

the hat came off. He is now a prayerful and loyal member of the congregation.

**PUBLISHED, 1788. THE ELEMENTARY SPELLING BOOK**, by Noah Webster, a 25-year-old teacher from Goshen, N.Y. The book standardizes American spelling and usage that differs from the British.

## NUMBERS

**5** Number of years younger average American bride compared to her European counterpart

**6** Average number of children per family to survive to adulthood

**7** Average number of children born per family

**8** Number of Daniel Boone's surviving children

**68** Number of Daniel Boone's grandchildren

**\$5** Average monthly wage for male agricultural laborer, 1784

**\$3** Average monthly wage for female agricultural laborer, 1784



PIX/PG

## CRITICAL THINKING

**1. Contrasting** Benjamin Rush made a distinction between the American war and the American Revolution. What do you think he meant by his statement?

**2. Making Inferences** Based on the rules George Washington lived by, how would you describe his character?

Section 2

Partisan Politics

Guide to Reading

Big Ideas

Government and Society

Disagreements between the political parties early in the nation’s history threatened citizens’ rights.

Content Vocabulary

- most-favored nation (p. 163)
- alien (p. 166)
- sedition (p. 166)
- interposition (p. 167)
- nullification (p. 167)

Academic Vocabulary

- radical (p. 162)
- neutral (p. 162)

People and Events to Identify

- Jay’s Treaty (p. 163)
- Pinckney’s Treaty (p. 164)
- Quasi-War (p. 165)
- Alien and Sedition Acts (p. 166)

Reading Strategy

**Categorizing** Complete a graphic organizer by listing the provisions of treaties made by the United States.

Treaty	Provisions
Jay’s Treaty	
Pinckney’s Treaty	
Convention of 1800	

Although Washington wanted to remain neutral in the ongoing war between France and Britain, staying out of the conflict was not easy. In 1800 the United States underwent its first transfer of political power—from the Federalist Party to the Democratic-Republican Party.

Trade and Western Expansion

**MAIN Idea** During Washington’s presidency, the United States faced several challenges in foreign policy and territorial expansion; the French Revolution and conflict between Britain and France divided Americans.

**HISTORY AND YOU** Have you ever been involved in a dispute between two friends? Read on to find out how events in France forced Americans to take sides in political struggles at home.

Shortly after George Washington was inaugurated in 1789, the French Revolution began in Europe. At first, most Americans sympathized with the revolutionaries, who seemed to be fighting for the same rights Americans had won a few years earlier. By the spring of 1793, however, a new group of French **radicals** had seized control. They stripped aristocrats of their property and executed thousands of people, including the king and queen. These events divided Americans. Many Federalists, horrified by the violence and chaos, opposed the revolutionaries, but many Republicans supported them, despite the bloodshed, because they seemed to be fighting for liberty.

When France declared war on Britain, President Washington found himself in a difficult position. Both Britain and France traded with the United States. Furthermore, the Treaty of 1778 with France required the United States to help defend France’s colonies in the Caribbean. Fulfilling this agreement might mean war with Great Britain. In April 1793, Washington declared the United States to be “friendly and impartial” toward both warring powers.

Jay’s Treaty

Despite Washington’s declaration, the British began intercepting all **neutral** ships carrying goods to French ports, including hundreds of American ships. At the same time, reports appeared that the British, operating out of forts they still occupied on American territory, were inciting Native Americans to attack western settlers. Together, these events pushed Congress to the brink of war in 1794.

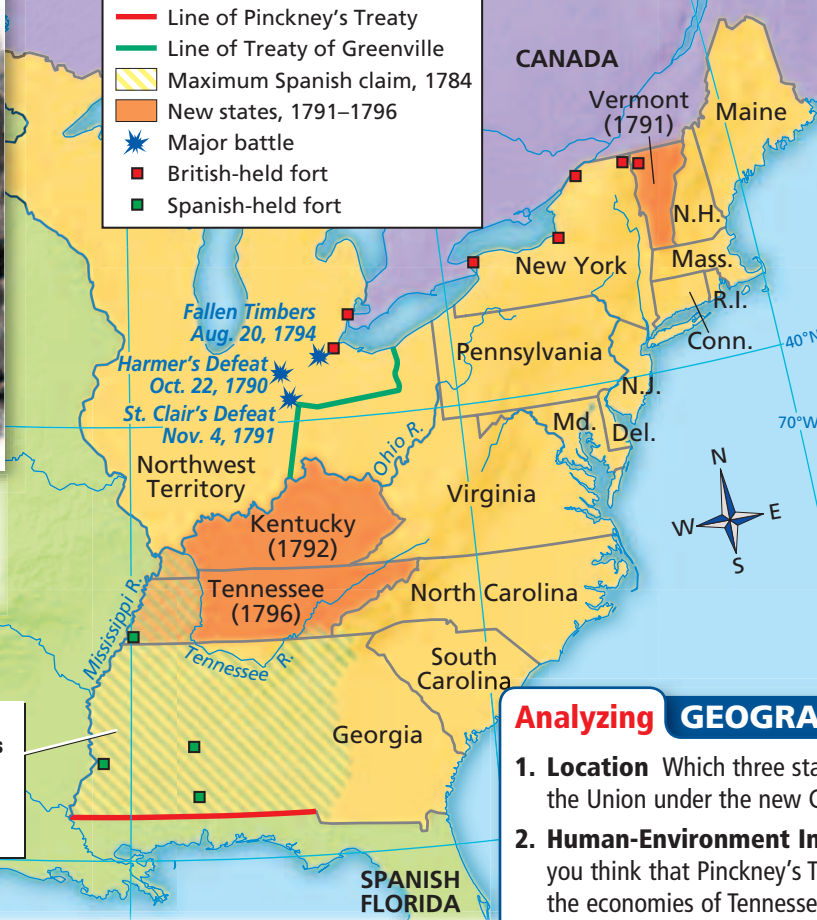
Determined to avoid war, Washington sent John Jay to Britain to seek a solution. The British were busy fighting France. They did not want to fight the Americans, but they knew that the United States





▲ Anti-Federalists burn a figure representing John Jay after Jay's Treaty with England was signed in 1794.

- Line of Pinckney's Treaty
- Line of Treaty of Greenville
- ▨ Maximum Spanish claim, 1784
- New states, 1791–1796
- ★ Major battle
- British-held fort
- Spanish-held fort



**Jay's Treaty, 1794:**  
The British agree to give up their forts on U.S. territory, but the U.S. has to agree that the British navy can intercept U.S. ships going to France.

**Pinckney's Treaty, 1795:**  
Spain gives up all land claims north of the treaty line and allows U.S. merchants to use the Mississippi and leave goods at New Orleans.

## Analyzing GEOGRAPHY

- 1. Location** Which three states were the first to join the Union under the new Constitution?
- 2. Human-Environment Interaction** How do you think that Pinckney's Treaty probably helped the economies of Tennessee and Kentucky?

depended on trade with Britain. They agreed to sign a treaty but drove a hard bargain.

Jay was forced to agree that Britain had the right to seize cargoes bound for French ports. He also failed to get compensation for merchants whose goods had been seized. The British did agree, however, to submit the issue to international arbitration—a hearing by neutral third countries. The British also agreed to give up their forts on American territory and granted the United States **most-favored nation** status. American merchants would no longer be discriminated against when trading with Britain. They were also allowed limited trade with Britain's colonies in the Caribbean.

When **Jay's Treaty** was sent to the Senate for ratification, the senators were shocked by its terms and tried to keep them secret. Although they eventually ratified the treaty, news of its terms leaked to the public. The Republicans immediately attacked the treaty,

accusing the Federalists of being pro-British. Across much of the country, public protests were held condemning the treaty. After prolonged deliberation, Washington agreed to implement the treaty. The decision prevented war with Great Britain and protected the fragile American economy.

## Pinckney's Treaty

Jay's Treaty also helped the United States win concessions from Spain, which still controlled Florida and territory west of the Mississippi River. In 1795 Spain joined France in its war against Britain. The signing of the treaty had raised fears in Spain that the British and Americans might now join forces to seize Spain's North American holdings. Spain quickly offered to negotiate all outstanding issues with the United States. Washington sent Thomas Pinckney to Spain to negotiate.

In 1795 the Spanish signed the Treaty of San Lorenzo—better known as **Pinckney's Treaty**. The treaty granted the United States the right to navigate the Mississippi and to deposit goods at the port of New Orleans. The treaty won broad acceptance, especially among western farmers who wanted to use the Mississippi to get crops to market.

## Westward Expansion

In the 1780s, drawn by abundant land, fertile soil, wide rivers, and a wide variety of fish and game, Americans flocked to the area between the Appalachian Mountains and the Mississippi River. In less than a decade, Kentucky grew from a few hundred settlers to over 70,000, and in 1792, it became a state. Four years later, Tennessee became a state as well. In the meantime, other settlers moved into the Northwest Territory, where they clashed with the region's Native Americans.

In the Northwest Territory, a chief of the Miami named Little Turtle united the Miami, Shawnee, Delaware, and other groups into a confederacy to defend their lands against white settlers. In late 1790, Little Turtle's forces defeated American troops led by General Josiah Harmar. A year later, they ambushed an American force led by General Arthur St. Clair, killing nearly half his men.

After these disasters, Washington sent General Anthony Wayne to stop the Native American attacks. In August 1794, a large force made up of Shawnee, Ottawa, Chippewa, and Potawatomi warriors, led by the Shawnee chief Blue Jacket, attacked Wayne's troops at the Battle of Fallen Timbers. Wayne's forces won the battle, inflicting heavy losses.

Wayne's victory dealt a decisive blow to Native American resistance in the Northwest Territory. In August 1795, 12 Native American nations signed the Treaty of Greenville. They agreed to give up part of southern Ohio and Indiana in exchange for a yearly payment of \$10,000 from the federal government. They also gave up land near where Chicago, Detroit, and Vincennes, Indiana, are located today. After the treaty was signed, the flow of settlers into the region rapidly increased. By 1803, Ohio had enough settlers to become a state.

 **Examining** Why did Little Turtle form a confederacy?

## The War Between the Parties

**MAIN Idea** Conflict between Federalists and Republicans began to threaten social stability.

**HISTORY AND YOU** Do you think that the federal government should be able to suspend civil rights? Read on to learn how the Federalists suppressed criticism of their leadership.

With Washington stepping down, the United States held its first openly contested election. The Federalists rallied around John Adams for president, while the Republicans nominated Thomas Jefferson. Anger over Jay's Treaty made the election close, but when the electoral votes were tallied, John Adams edged out Jefferson 71 to 68 and became the second president of the United States.

## The Quasi-War With France

President Adams faced troubled times at home and abroad. Enraged by Jay's Treaty, the French began stopping American ships en route to Britain and seizing their goods. France's actions led many Federalists to call for war. Although critical of the French, Adams, like Washington, was reluctant to go to war. Instead, he sent Charles Pinckney, Elbridge Gerry, and John Marshall to Paris to negotiate with the French government.

After weeks of waiting, three agents representing Charles Maurice de Talleyrand, the French minister of foreign affairs, approached the Americans. They asked for a bribe of \$250,000 just to initiate talks, and also sought an American loan of \$12 million. In a letter, John Marshall recounted an exchange with "Mr. X," one of the agents:

### PRIMARY SOURCE

"Mr. X. again returned to the subject of money; said he, Gentlemen, you do not speak to the point—it is money: it is expected that you will offer money. We said we had spoken to that point very explicitly: we had given an answer. No, said he, you have not; what is your answer? We replied, it is no; no; not a sixpence."

—from *Official Correspondence . . . Between C. C. Pinckney, John Marshall, and Elbridge Gerry*



## Washington's Farewell Address, 1796

*Before leaving office, George Washington wrote a letter to the American people. Widely reprinted, Washington's Farewell Address warned Americans against sectionalism, political parties, and the dangers of becoming too attached to any foreign nation:*

"... The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism. ... With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes.

... In contemplating the causes which may disturb our Union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western. ... You cannot shield yourselves too much against the jealousies and heartburnings which spring from these misrepresentations.

... Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally. ... The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual.

... Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. ...

... The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. ... It is our true policy to steer clear of permanent alliances with any portion of the foreign world. ... we may safely trust to temporary alliances for extraordinary emergencies."

—From "A Letter to the American People," Sept. 17, 1796



▲ George Washington at Versailles, France, 1796

### DBQ Document-Based Questions

- 1. Identifying** About what three main issues does Washington warn Americans?
- 2. Discussing** How do you think Washington would feel about the activities of the national government today?

When President John Adams informed Congress of the incident, he referred to the French agents as X, Y, and Z. Newspapers began referring to the incident as the XYZ Affair. Federalist newspapers later turned Pinckney's response into a stirring campaign slogan, "Millions for defense, but not one cent for tribute."

Irate Americans, who had been angry with Britain a few years earlier, now called for war against France. Resolutions and mass meetings further aroused the public. In June 1798 Congress suspended trade with France and directed the navy to capture French ships.

The two nations were soon fighting an undeclared war at sea that came to be known as the **Quasi-War**. In the fall of 1798, France proposed new negotiations. In September

1800 the two countries signed the Convention of 1800. The United State gave up all claims against France for damages to American shipping. In return, France released the United States from the Treaty of 1778. The signing of the Convention of 1800 brought the Quasi-War to an end.

## The Alien and Sedition Acts

The Quasi-War also affected domestic politics in the United States. Many Federalists resented the harsh criticisms printed in Republican newspapers. They remembered the angry Republican crowds that had protested Jay's Treaty. Now, the Quasi-War had reversed the situation, and Federalists decided to strike back at the Republicans.

# Turning Points

## The Election of 1800

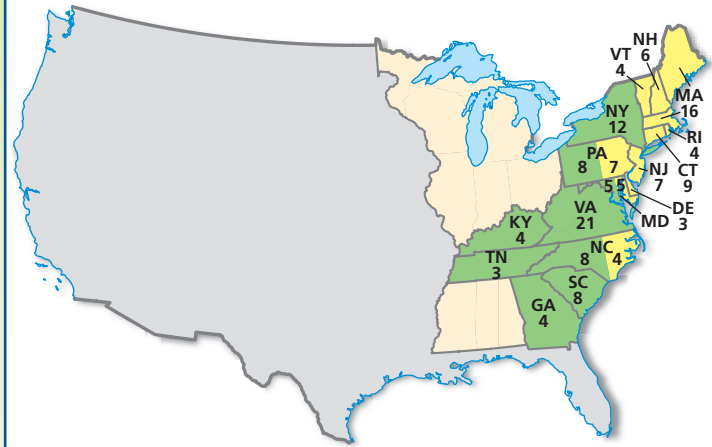
The election of 1800 was a major turning point in American political history. This is because it was the first transfer of power between parties under the federal Constitution, and, despite the enormous political and personal hatred between the party members, it was accomplished peacefully. It demonstrated the commitment on all sides to the Constitution and to a democratic republic despite partisan passions.

**ANALYZING HISTORY** What made the election of 1800 so significant in American political history?



▲ This cartoon reveals the emotions in American politics and the divisive nature of the relationship between the parties in the early years of the nation. The scene depicts a fight in the House of Representatives in 1798, begun when Federalist Roger Griswold of Connecticut assaulted Republican Matthew Lyon of Vermont.

## Presidential Election of 1800



Presidential Candidate	Popular Votes	% of Popular Vote	Electoral Votes
Jefferson	*	*	73
Adams	*	*	65

\*Electors were not chosen by popular vote, but by state legislatures.

According to the original terms of the Constitution, each elector in the Electoral College voted for two people in a presidential election. The person receiving the most votes became president, and the person receiving the second-highest number of votes became vice president. Under this system a tie was possible, as happened in the case of the tie between Thomas Jefferson and Aaron Burr in 1800. The House of Representatives then elected Jefferson after 35 rounds of voting in which there was no clear winner. To prevent such confusion in the future, the Twelfth Amendment was added to the Constitution in 1804. The amendment stipulates that electoral votes for president and vice president are counted and listed separately.

For the text of the Kentucky Resolution, see page R47 in **Documents in American History.**

At the height of public anger at France in 1798, the Federalists pushed four laws through Congress. These laws became known as the **Alien and Sedition Acts.**

The first three laws were aimed at **aliens**—people living in the country who were not citizens. The Federalists knew that many recent immigrants had come from France and Ireland. These immigrants were often anti-British and tended to vote for the Republicans when they became citizens.

The first law required immigrants to wait 14 years before becoming citizens. The next two laws gave the president the power to deport without trial any alien deemed dangerous to the United States.

The fourth law tried to prevent **sedition**, or incitement to rebellion. This law made it illegal to say or print anything “false, scandalous, and malicious” about the federal government or any officer of the government. In short, the act deprived citizens of their right to criticize public officials. The government indicted 15 people under this act, including several Republican newspaper editors and politicians.

In 1798 and 1799, the Republican-controlled legislatures of Kentucky and Virginia passed resolutions, secretly written by Jefferson and Madison, criticizing the Alien and Sedition Acts. Both resolutions argued that since the states had created the Constitution, they could declare federal laws unconstitutional.



The Virginia Resolutions introduced the theory of **interposition**. They argued that if the federal government did something unconstitutional, the state could interpose between the federal government and the people and stop the illegal action. The Kentucky Resolutions advanced the theory of **nullification**. According to this theory, if the federal government passed an unconstitutional law, the states had the right to nullify the law, or declare it invalid. Although these resolutions had little effect in 1800, states used these ideas in later decades to defend their regional interests.

## The Election of 1800


Although John Adams hoped to win reelection in 1800, he faced an uphill battle. The Alien and Sedition Acts had angered many people, as had new taxes on houses, land, and enslaved Africans. The Republican nominees, Thomas Jefferson for president and Aaron Burr for vice president, campaigned against the taxes and the national bank. They accused the Federalists of favoring monarchy and discouraging political participation.

The election was closely contested and had an unexpected outcome, one that revealed a flaw in the system for selecting the president. The Constitution does not let citizens vote directly for the chief executive. Instead, each state chooses electors—the same number as it has senators and representatives. This group, known as the Electoral College, then votes for the president.

According to the original terms of the Constitution, each elector in the Electoral College voted for two people. The normal practice was for an elector to cast one vote for his party's presidential candidate and another for the vice presidential candidate. To avoid a tie between Jefferson and Burr, the Republicans had intended for one elector to refrain from voting for Burr, but when the votes were counted, Jefferson and Burr each had 73. Since no candidate had a majority, the Federalist-controlled House of Representatives had to choose a president.

Many Federalists despised Jefferson and wanted to choose Burr, but Alexander Hamilton preferred Jefferson. He urged his followers to support Jefferson, leading to a tie in the House of Representatives. Finally, in February 1801 Jefferson let Federalist James Bayard know that if elected, he would not fire all Federalists in the government, nor would he dismantle Hamilton's financial system. These assurances convinced Bayard to cast a blank ballot enabling Jefferson to receive more votes than Burr. Jefferson became the new president.

The election of 1800 was an important turning point in American history. At the time, the Federalists controlled the army, the presidency, and the Congress. They could have refused to step down and overthrown the Constitution. Instead, they respected the people's right to choose the president. The election of 1800 demonstrated that power in the United States could be peacefully transferred despite strong disagreements between the parties.

 **Reading Check** **Analyzing** What was the purpose of the Alien and Sedition Acts?

## Section 2 REVIEW

### Vocabulary

**1. Explain** the significance of: most-favored nation, Jay's Treaty, Pinckney's Treaty, Quasi-War, Alien and Sedition Acts, alien, sedition, interposition, nullification.

### Main Ideas

- 2. Identifying** What were the positive outcomes of Jay's Treaty?
- 3. Determining Cause and Effect** What were the causes of the Quasi-War?

### Critical Thinking

- 4. Big Ideas** How did the Alien and Sedition Acts interfere with the lives of Americans?
- 5. Organizing** Use a graphic organizer similar to the one below to list the foreign policy challenges that Washington and Adams faced during their presidencies.



- 6. Analyzing Visuals** Study the map of the presidential election of 1800 on page 166. Which three states split their electoral votes between Adams and Jefferson?

### Writing About History

- 7. Persuasive Writing** Assume the role of an American citizen in 1798. Write a letter to the editor explaining why you do or do not support the Alien and Sedition Acts.

**History**  **ONLINE**

**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

## Section 3

# Jefferson in Office

### Guide to Reading

#### Big Ideas

**Government and Society** Jefferson worked to limit the scope of the government, obtain the Louisiana Territory, and keep the nation out of European wars.

#### Content Vocabulary

- judicial review (p. 170)
- embargo (p. 173)

#### Academic Vocabulary

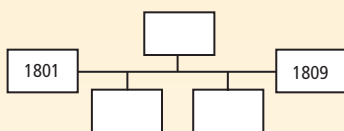
- license (p. 173)

#### People and Events to Identify

- Louisiana Purchase (p. 169)
- Meriwether Lewis (p. 169)
- William Clark (p. 169)
- Sacagawea (p. 170)
- John Marshall (p. 170)

#### Reading Strategy

**Sequencing** Complete a time line similar to the one below to record the major events of Thomas Jefferson's presidency.



President Thomas Jefferson worked to limit the scope of the federal government, purchased the Louisiana Territory, and tried to keep the United States out of European conflicts. The Supreme Court, under John Marshall, established the power of judicial review.

## Jefferson's Administration

**MAIN Idea** During Jefferson's presidency the nation more than doubled in size, while the federal judiciary established its authority.

**HISTORY AND YOU** Today, we await a Supreme Court decision to determine whether a law is constitutional. However, the Court did not start out with this power. Read on to find out how the Supreme Court established this authority.

Thomas Jefferson privately referred to his election as the "Revolution of 1800." He believed that Washington and Adams had acted too much like royalty, and he tried to create a less formal style for the presidency. He rode horseback rather than traveling in carriages. In place of formal receptions, he entertained at more intimate dinners around a circular table so that, as he said, "When brought together in society, all are perfectly equal."

Although Jefferson set a new style for the presidency, he did not overturn all of the Federalists' policies. Instead he sought to integrate Republican ideas into the policies that the Federalists had already put in place. A strong believer in small government, Jefferson hoped to limit federal power. He began paying off the federal debt, cut government spending, and did away with the hated whiskey tax. Instead of a standing army, he planned to rely on local militia.

Jefferson's economic ideas had worried many Federalists, who expected the new president to close the national bank. Jefferson's choice of Albert Gallatin as secretary of the treasury reassured them. Gallatin was a skilled financier who supported Hamilton's system.

## The Louisiana Purchase

One of Jefferson's strongest beliefs was that a republic could survive only if most of the people owned land. This belief led him to support the idea of expanding the country farther west.

In 1800 French leader Napoleon Bonaparte convinced Spain to give Louisiana back to France in exchange for helping Spain take control of part of Italy. Napoleon's deal worried Jefferson because it gave France control of the lower Mississippi. Jefferson believed that having France back in North America would force the United States





## Analyzing GEOGRAPHY

- Location** Where did Lewis and Clark begin their expedition?
- Movement** What two rivers in Spanish territory did Pike cross during his explorations?

into an alliance with the British, whom Jefferson despised. Jefferson ordered Robert Livingston, his ambassador to France, to try to block the deal or gain concessions for the United States. Livingston arrived in Paris in the spring of 1801, but he accomplished little until 1803.

By 1803, Napoleon had begun making plans to conquer Europe. If France resumed its war against Britain, the last thing the French wanted was an alliance between the United States and Great Britain. Furthermore, France's government was short on funds. In 1803, therefore, Napoleon offered to sell all of the Louisiana Territory, as well as New Orleans, to the United States. Livingston immediately accepted.

On April 30, 1803, the United States bought Louisiana from France for \$11.25 million. It also agreed to take on French debts owed to

American citizens. These debts were worth about \$3.75 million, making the total cost about \$15 million. The Senate overwhelmingly approved the **Louisiana Purchase**. The deal more than doubled the size of the United States and gave the nation control of the entire Mississippi River.

**Lewis and Clark** Even before Louisiana became a part of the United States, Jefferson asked Congress to fund a secret expedition into the Louisiana Territory to trace the Missouri River and find a route to the Pacific Ocean. After Congress approved the expedition, Jefferson chose **Meriwether Lewis**, his private secretary, and **William Clark**, the brother of Revolutionary War hero George Rogers Clark, to lead the expedition.

In May 1804 the “Corps of Discovery,” as the expedition was called, headed west up the Missouri River. Along the way they met **Sacagawea**, a Shoshone woman who joined the expedition as a guide and interpreter. The expedition found a path through the Rocky Mountains and eventually traced the Columbia River to the Pacific Ocean. The expedition also gave the United States a claim to the Oregon territory along the coast.

**The Pike Expedition** Lewis and Clark’s expedition was not the only one exploring the Louisiana Purchase. In 1805 Zebulon Pike mapped much of the upper Mississippi, and in 1806 he headed west to find the headwaters of the Arkansas River. Pike traveled to Colorado, where he charted the mountain now known as Pikes Peak. He also mapped part of the Rio Grande and traveled across northern Mexico and what is now southern Texas. Pike provided Americans with detailed description of the Great Plains and the Rocky Mountains.

**The Essex Junto** The Louisiana Purchase alarmed New England Federalists. It meant that, eventually, their region would lose its influence in national affairs while the South and West gained political strength through new states. In Massachusetts, a small group of Federalists known as the Essex Junto drafted a plan to take New England out of the Union.

Hoping to expand their movement, they persuaded Vice President Aaron Burr to run for governor of New York in 1804. During the campaign, Alexander Hamilton called Burr “a dangerous man, and one who ought not be trusted with the reins of government.” Offended, Burr challenged Hamilton to a duel. When the two met on July 11, 1804, though, Hamilton refused to fire. Burr shot and killed his foe. In 1807, Burr was accused of plotting to create his own country in the western U.S. He was charged with treason but acquitted.

## An Independent Judiciary

At the end of their term, the Federalist majority in Congress enacted the Judiciary Act of 1801. This act created 16 new federal judges. President Adams then appointed Federalists to these positions. These judges were nicknamed “midnight judges” because Adams supposedly stayed up signing appointments until midnight on his last day in office.

Republicans in Congress were not pleased that the Federalists controlled the courts. One of the first acts of Congress after Jefferson took office was to repeal the Judiciary Act of 1801, thereby doing away with the “midnight judges” by abolishing their offices.


**Impeaching Judges** The Republicans then tried to remove other Federalists from the judiciary by impeachment. Republican leaders believed that the impeachment power was one of the checks and balances in the Constitution. Congress could impeach and remove judges for arbitrary or unfair decisions, not just for criminal behavior.

In 1804, the House impeached Supreme Court Justice Samuel Chase. During one trial, Chase had ordered Democratic-Republicans removed from the jury. He had also denounced Jefferson to another jury. The Senate, however, did not convict Chase. Many senators did not think he was guilty of “treason, bribery, or other high crimes and misdemeanors” that the Constitution required for his removal. The impeachment of Justice Chase established that judges could be removed only for criminal behavior, not simply because Congress disagreed with their decisions.

## John Marshall and *Marbury v. Madison*

The most important judicial appointment President Adams made before leaving office was the choice of **John Marshall** as Chief Justice of the United States. Marshall served as Chief Justice for 34 years. He was more responsible than any other justice for making the Supreme Court into a powerful, independent branch of the federal government.

Marshall increased the power of the Supreme Court in 1803 with the decision in *Marbury v. Madison*. In this case, the Supreme Court ruled part of the Judiciary Act of 1789 to be unconstitutional. The decision marked the first time the Supreme Court asserted the power of **judicial review**—the power to decide whether laws passed by Congress were constitutional and to strike down those that were not. Although the Supreme Court would not strike down another federal law until the case of *Dred Scott v. Sandford* 54 years later, the power to do so had been established.

 **Explaining** Why did Congress repeal the Judiciary Act of 1801?





# ANALYZING SUPREME COURT CASES

## Should the Supreme Court Have the Power of Judicial Review?

### ★ *Marbury v. Madison*, 1803

#### Background to the Case

William Marbury had been appointed a justice of the peace shortly before President Adams left office. Adams had signed Marbury's appointment, but the documents had not been delivered when Adams left office. The new secretary of state, James Madison, was supposed to deliver the documents, but President Jefferson told him to hold them, hoping Marbury would quit and allow Jefferson to appoint someone else. Marbury then asked the Supreme Court to issue a court order telling Madison to deliver the documents.

#### How the Court Ruled

Marbury based his request for a court order on the Judiciary Act of 1789, which said that requests for federal court orders go directly to the Supreme Court. In *Marbury v. Madison*, the Supreme Court decided that part of the Judiciary Act was unconstitutional and thus invalid. The Constitution specifies which cases can go directly to the Supreme Court, and court orders are not mentioned. The decision established the Court's power to declare unconstitutional laws invalid.

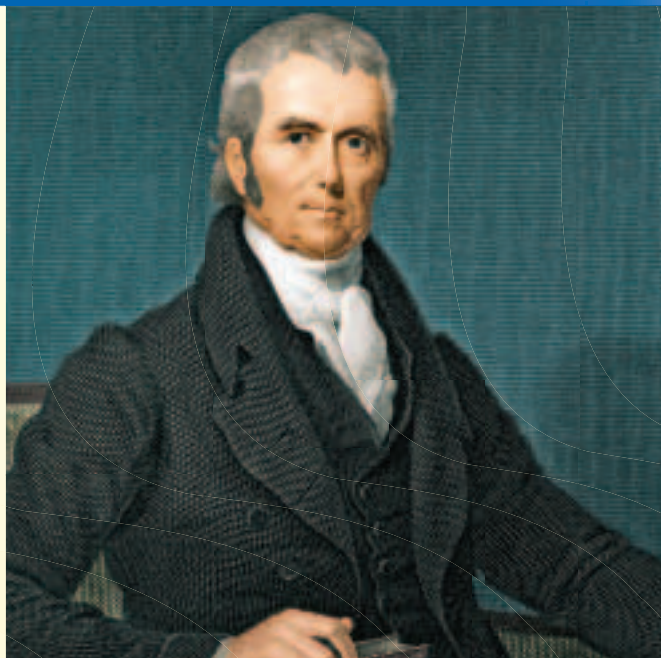
#### PRIMARY SOURCE

##### The Court's Opinion

"It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each.

So, if a law be in opposition to the Constitution; if both the law and the Constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the Constitution, or conformably to the Constitution, disregarding the law, the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty."

—Chief Justice John Marshall in *Marbury v. Madison*



▲ Chief Justice John Marshall (1755–1835) established many precedents that helped to make the judiciary branch powerful enough to check and balance the other two branches of the federal government.

#### PRIMARY SOURCE

##### *Federalist No. 78* and the Court's Decision

*Some scholars argue that the Court was wrong to claim the power of judicial review, but no one who helped write the Constitution objected. In Federalist No. 78, Alexander Hamilton implies that judicial review is to be expected:*

"The interpretation of the laws is the proper and peculiar province of the courts. A constitution is in fact, and must be, regarded by the judges as a fundamental law. It therefore belongs to them to ascertain its meaning as well as the meaning of any particular act proceeding from the legislative body. If there should happen to be an irreconcilable variance between the two, that which has the superior obligation and validity ought of course to be preferred; or in other words, the constitution ought to be preferred to the statute. . ."

—from *Federalist No. 78*

DBQ

#### Document-Based Questions

- Identifying** What does Chief Justice John Marshall say is the main duty of the judiciary?
- Describing** How does Alexander Hamilton uphold the principle of judicial review?
- Contrasting** On what point do Marshall and Hamilton disagree?

# Rising International Tensions

**MAIN Idea** To avoid getting drawn into the war between France and England, Jefferson banned trade with other countries.

**HISTORY AND YOU** Jefferson used a trade embargo as a tool of diplomacy. Are there countries today with which the U.S. does not trade?

In addition to acquiring Louisiana from the French, Jefferson had to contend with pirate raids against American ships traveling in the Mediterranean. Then, during his second term, he also had to focus his efforts on keeping the United States out of the war between Britain and France.

## The Barbary Pirates

For years, the Barbary States on the North African coast—Morocco, Algiers, Tunis, and Tripoli—had menaced Mediterranean ship-

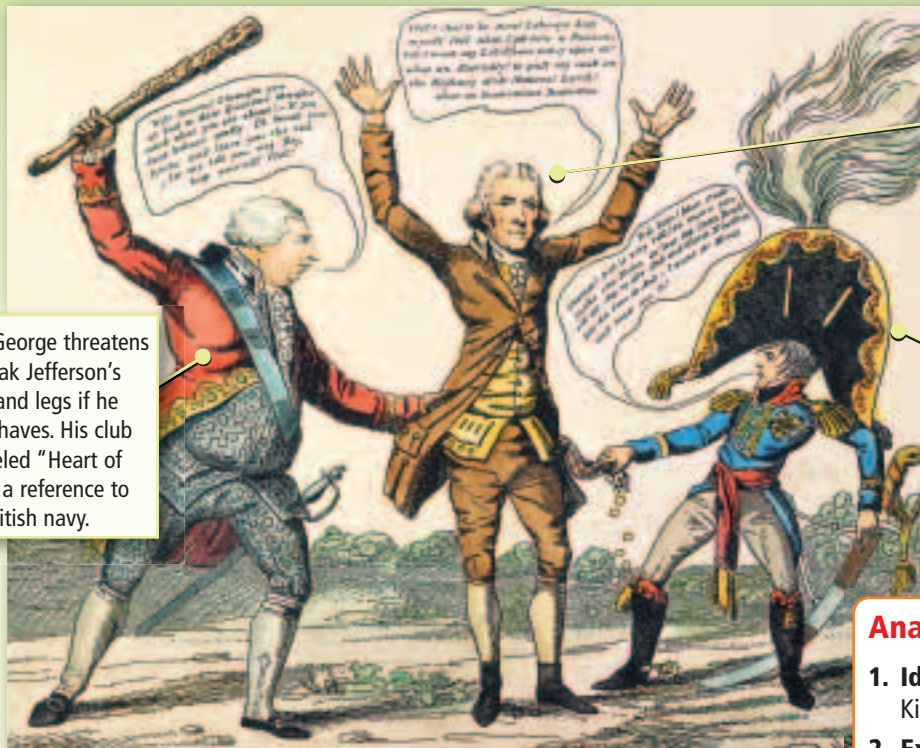
ping. European nations had routinely paid “tribute” to these countries so that their ships would be undisturbed, believing that it was less expensive than fighting. In 1795 the United States paid nearly \$1 million to the ruler of Algiers for the release of a ship and its crew.

Jefferson refused to continue such payments. In 1801 Tripoli declared war on the United States and, in turn, Jefferson sent a naval squadron into the Mediterranean. For four years the United States fought its first foreign military conflict. In 1805 an American threat to force a coup in Tripoli ended hostilities. It took a second conflict with the Barbary States in 1815, however, to finally end American tribute payments.

## Economic Warfare

In mid-1803, Napoleon’s armies surged out of France and headed east. France and Britain were at war again. At first, the war actually benefited American merchants. As the British seized French ships, American merchants began trad-

### POLITICAL CARTOONS PRIMARY SOURCE Economic Pressure on Britain and France



King George threatens to break Jefferson’s arms and legs if he misbehaves. His club is labeled “Heart of Oak,” a reference to the British navy.

Unable to escape, Jefferson complains that Britain and France are free to assault him on “the Highway of all Nations,”—the seas.

Napoleon praises Jefferson for making noise, but demands that money for Louisiana.

▲ This 1809 cartoon expresses anger at Jefferson’s embargo policy, which hurt American trade but did not stop the British and French from seizing American ships.

### Analyzing VISUALS

- 1. Identifying** In the cartoon, what are King George and Napoleon doing?
- 2. Explaining** What is the figurative meaning of this cartoon?



ing with French colonies. The British left the American ships alone because the United States had proclaimed neutrality.

In 1806 Britain issued regulations known as the Orders in Council. These declared that all ships going to Europe needed British **licenses** and would be searched for contraband. In response, Napoleon declared that merchants who obeyed the British system would have their goods confiscated when they reached Europe. American merchants were caught in the middle. No matter whom they obeyed, they were going to lose their goods.

**Impressment** The British navy was short of recruits because of low pay and terrible shipboard conditions. British sailors often deserted for American vessels. Britain tried to solve this problem by impressment, a legalized form of kidnapping that forced people into military service. Britain claimed the right to stop American ships and search for deserters. On many occasions they impressed American citizens into service as well.

In June 1807 these tensions reached the boiling point when the British warship *Leopard* stopped the American warship *Chesapeake* to search for British deserters. When the captain of the *Chesapeake* refused to comply, the *Leopard* opened fire, killing three Americans. After the Americans surrendered, the British went aboard and seized four sailors.

**The Embargo of 1807** The attack on the *Chesapeake* enraged the public, and American newspapers clamored for war. Like Washington and Adams before him, however, President Jefferson did not want to entangle the United States in the affairs of Europe. Instead of going to war, he asked Congress to pass the Embargo Act of 1807, halting all trade between the United States and Europe.

The **embargo**, a government ban on trade with other countries, wound up hurting the United States more than France or Britain. In the Northeast, the shipping business came to a standstill. Farmers in the South and West saw the demand for their crops plummet. In Congress, Maryland's Philip Barton Key railed against the embargo:

### PRIMARY SOURCE

"In a commercial point of view, it has annihilated our trade. In an agricultural point of view, it has paralysed [sic] industry. . . . Our most fertile lands are reduced to sterility, so far as it respects our surplus product. . . . [I]t will drive (if continued) our seamen into foreign employ, and our fishermen to foreign sand banks. In a financial point of view, it has dried up our revenue."

—from *The National Intelligencer and Washington Advertiser*, May 27, 1808

Realizing the embargo was not working, Congress repealed it in March 1809, shortly before Jefferson left office. After his second term, President Jefferson gladly retired to his estate, Monticello, in Virginia. While the embargo made Jefferson unpopular, his administration had reversed the Federalist course by limiting the power of the federal government. It had also acquired a vast new territory in the West.

**Reading Check** **Examining** Why did Jefferson have Congress pass the Embargo Act?

## Section 3 REVIEW

### Vocabulary

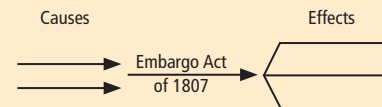
**1. Explain** the significance of: Louisiana Purchase, Meriwether Lewis, William Clark, Sacagawea, John Marshall, judicial review, embargo.

### Main Ideas

- 2. Explaining** Why did Napoleon sell Louisiana to the United States?
- 3. Determining Cause and Effect** What led to the war with the Barbary States?

### Critical Thinking

- 4. Big Ideas** How did the Supreme Court decision in *Marbury v. Madison* strengthen the federal judiciary?
- 5. Organizing** Use a graphic organizer similar to the one below to list the causes and effects of the Embargo Act of 1807.



- 6. Analyzing Visuals** Study the map of the Louisiana Purchase on page 169. In what territory did Lewis and Clark make their winter camp during their expedition?

### Writing About History

- 7. Descriptive Writing** Suppose that you are a member of the Lewis and Clark or Zebulon Pike expeditions. Write a journal entry describing what you have done or seen on your trip.

**History ONLINE**

**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

# GEOGRAPHY & HISTORY

## The Lewis and Clark Expedition

When Thomas Jefferson asked Congress to fund an expedition to explore the Louisiana Territory, his goal was to find a water route—the fabled “Northwest Passage”—to the Pacific Ocean. The Corps of Discovery set out in May 1804. It was led by Captain Meriwether Lewis and Captain William Clark and included some 40 people—36 soldiers, 2 civilian employees, and 2 dependents.

After sailing up the Missouri River into the Great Plains, the expedition spent the winter with the Mandan people. In the spring of 1805, they headed into the Rocky Mountains. The group spent a month carrying their boats and supplies 18 miles around Great Falls. Then, as the river grew shallow, they abandoned their boats, obtained horses from the Shoshone, and crossed the Rockies in the fall of 1805. Once across the mountains, they built dugout canoes and headed down the Columbia River to the Pacific Coast where they waited for the winter to pass. They then headed back across the Rockies, down the Missouri and home.

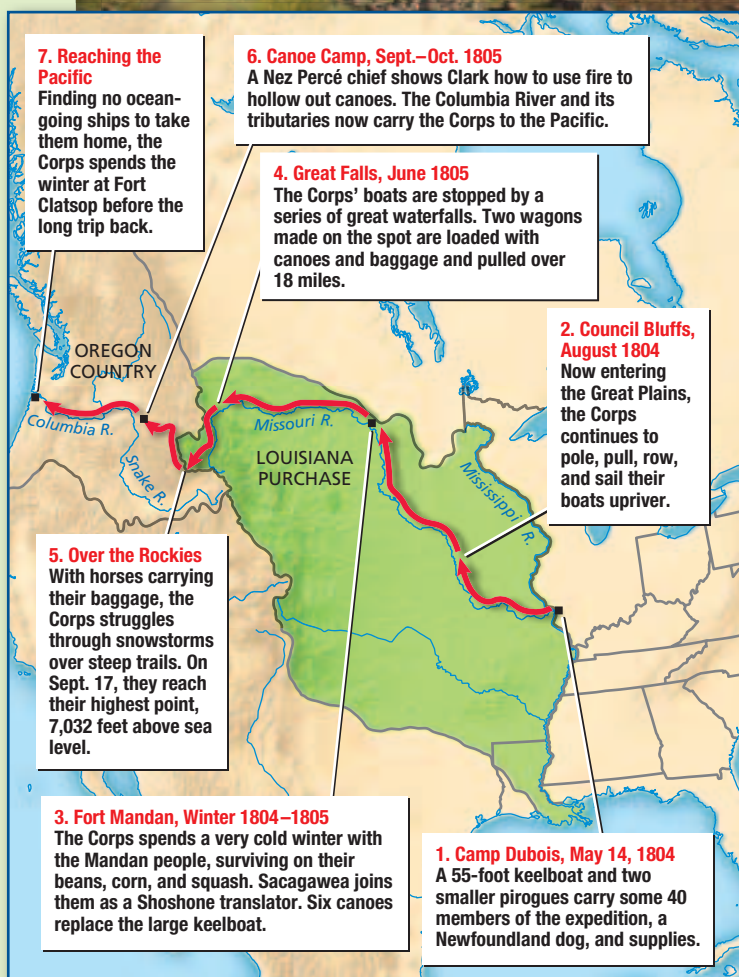
### What Was Learned About the West’s Geography?

The Lewis and Clark expedition recorded 178 new species of plant life and 122 previously unknown species of animal life. Numerous specimens and sketches were brought back, and to this day, the expedition’s journals remain a vital source of information about the region in the early 1800s. The expedition found a route from the Missouri through the Rockies to the Pacific, and demonstrated that no Northwest Passage existed because the Rocky Mountains divided the continent.

### Analyzing GEOGRAPHY

- 1. Movement** How did the geography of the route followed by the Corps of Discovery make movement difficult for the explorers?
- 2. Human-Environment Interaction** How did the explorers adapt to the physical barriers they faced?

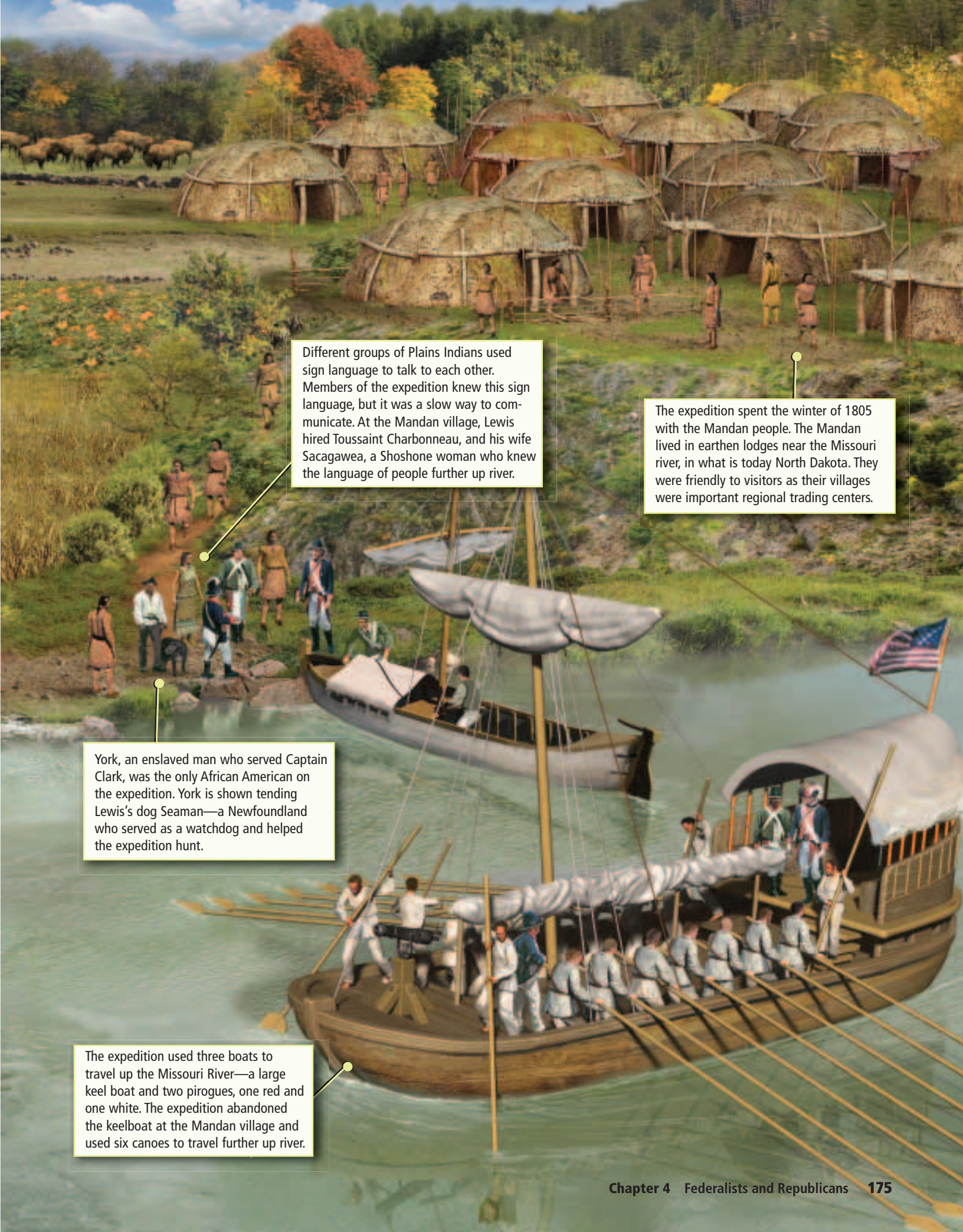
The Mandan of the upper Missouri were farmers as well as hunters. While men hunted deer, buffalo, and small game, the women grew corn, squash, and beans. Each family had its own plot of land.



The officers, sergeants, and corporals wore red, white and blue uniforms. Privates wore white.







Different groups of Plains Indians used sign language to talk to each other. Members of the expedition knew this sign language, but it was a slow way to communicate. At the Mandan village, Lewis hired Toussaint Charbonneau, and his wife Sacagawea, a Shoshone woman who knew the language of people further up river.

The expedition spent the winter of 1805 with the Mandan people. The Mandan lived in earthen lodges near the Missouri river, in what is today North Dakota. They were friendly to visitors as their villages were important regional trading centers.

York, an enslaved man who served Captain Clark, was the only African American on the expedition. York is shown tending Lewis's dog Seaman—a Newfoundland who served as a watchdog and helped the expedition hunt.

The expedition used three boats to travel up the Missouri River—a large keel boat and two pirogues, one red and one white. The expedition abandoned the keelboat at the Mandan village and used six canoes to travel further up river.



## Section 4

# The War of 1812

### Guide to Reading

#### Big Ideas

**Individual Action** Military leaders, including William Henry Harrison, Tecumseh, Oliver Perry, and Andrew Jackson, contributed to the outcome of the War of 1812.

#### Content Vocabulary

- nationalism (p. 181)

#### Academic Vocabulary

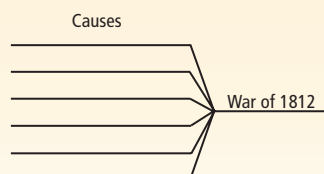
- overseas (p. 177)
- enable (p. 178)

#### People and Events to Identify

- Non-Intercourse Act (p. 176)
- War Hawks (p. 177)
- Tecumseh (p. 178)
- William Henry Harrison (p. 178)
- Oliver Perry (p. 179)
- Hartford Convention (p. 181)
- Treaty of Ghent (p. 181)

#### Reading Strategy

**Organizing** Complete a graphic organizer similar to the one below by listing the causes of the War of 1812.



The War of 1812 was the second major clash between the United States and Britain in North America. Although neither side won a clear victory, the war gave Americans a strong sense of national pride.

## The Decision for War

**MAIN Idea** Trade restrictions and the belief that the British encouraged Native American attacks on Americans led to war.

**HISTORY AND YOU** Do you remember reading about Pontiac's rebellion? Read how conflicts in western territories influenced the decision to go to war.

After Thomas Jefferson announced that he would not run again for president in 1808, the Republican Party nominated James Madison. The Federalists nominated Charles Pinckney. Despite some lingering anger about the Embargo Act of 1807, Madison won the election easily. He assumed office in the midst of an international crisis. Tensions between the United States and Britain were rising, and it would fall to Madison to decide whether or not to lead the United States into its first full-scale war since the Revolution.

## Economic Pressures

Like Jefferson, Madison wanted to avoid war. To force the British to stop seizing American ships, he asked Congress to pass the **Non-Intercourse Act**. This act forbade trade with France and Britain while authorizing the president to reopen trade with whichever country removed its trade restrictions first. The idea was to play France and Britain against each other, but the plan failed.

In May 1810, Congress took a different approach with a plan drafted by Nathaniel Macon of North Carolina. The plan, called Macon's Bill Number Two, reopened trade with both Britain and France, but stated that if either nation dropped its restrictions on trade, the United States would stop importing goods from the other nation. Soon afterward, Napoleon announced that France would no longer restrict American trade, although his statement still allowed for the seizure of American ships. Madison accepted Napoleon's statement, despite its conditions, hoping to pressure the British into dropping their trade restrictions, as well. When the British refused, Congress passed a non-importation act against Britain in early 1811.

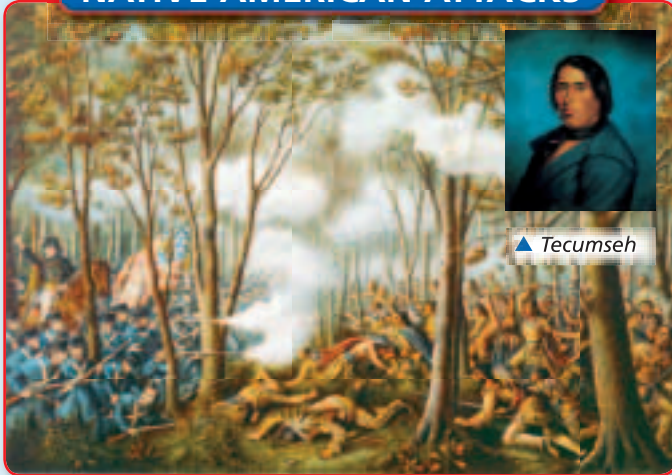
Madison's strategy eventually worked. By early 1812, the refusal of the United States to buy British goods had begun to hurt the British economy. British merchants began to pressure their government to repeal its restrictions on trade. Finally, in June 1812, Britain ended all



## The Causes of the War of 1812

The War of 1812 had four main causes: the British policy of intercepting U.S. ships trading with France; British impressments of American sailors; problems with Native Americans on the frontier; and a group of Congressmen from the South and West who strongly pushed for war.

### NATIVE AMERICAN ATTACKS



▲ Tecumseh

▲ Americans blamed the British for tensions with Native Americans that led to confrontations such as the Battle of Tippecanoe in 1811 (above).

► British impressment of American sailors angered many Americans.

### DBQ

### Document-Based Questions

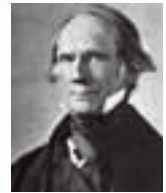
- 1. Paraphrasing** What does Clay say that war with Great Britain is “demanded by”?
- 2. Summarizing** According to Clay, why does “Britain stand pre-eminent in her outrage on” the United States?

## THE WAR HAWKS

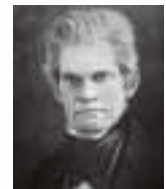
“Has not Congress solemnly pledged itself to the world not to surrender our rights? And has not the nation . . . resolved to maintain at all hazards our maritime independence?”

. . . No man in the nation wants peace more than I: but I prefer the troubled ocean of war, demanded by the honor and independence of the country, with all its calamities and desolation, to the tranquil and putrescent pool of ignominious peace. . . . Britain stands pre-eminent in her outrage on us, by her violation of the sacred personal rights of American freemen, in the arbitrary and lawless imprisonment of our seamen, the attack on the *Chesapeake*—the murder, sir.”

—Henry Clay, speech before the Senate, February 22, 1810

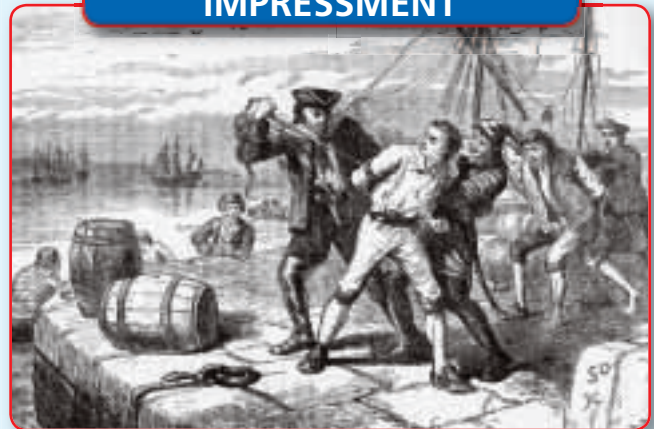


▲ Henry Clay



▲ John C. Calhoun

## IMPRESSMENT



restrictions on American trade, but it was too late. Two days later, the British learned that the United States had declared war.

## The War Hawks

Although it seemed that Britain’s actions had hurt Eastern merchants, most members of Congress who wanted war came from the South and West. Nicknamed the **War Hawks** by their opponents, they were led by Henry Clay of Kentucky, John C. Calhoun of South Carolina, and Felix Grundy of Tennessee. The

War Hawks believed economic pressure had failed and the nation’s reputation was in danger if it did not go to war to stop the British from seizing American sailors.

Americans in the South and West wanted war for two more reasons. British trade restrictions had hurt Southern planters and Western farmers, who earned much of their income by shipping tobacco, rice, wheat, and cotton **overseas**. Eastern merchants could still make a profit despite British restrictions because they passed the cost of losing their ships and goods onto the farmers.

Westerners also blamed the British for clashes with Native Americans along the frontier. In the early 1800s, settlers had begun moving past the line established by the Treaty of Greenville. As clashes with Native Americans increased, many settlers accused the British in Canada of arming the Native Americans and encouraging them to attack American settlements.


## Tecumseh and Tippecanoe

Although western settlers blamed the British for their problems with the Native Americans, it was the increasing demands of speculators and settlers that sparked Native American resistance. **Tecumseh**, a Shawnee leader, believed that Native Americans needed to unite to protect their lands.

While Tecumseh worked for political union, his brother Tenskwatawa (known as “the Prophet”) called for a spiritual rebirth of Native American cultures. His followers lived in Prophetstown on the Tippecanoe River in Indiana, where they tried to practice traditional Native American ways of living.

Aware that Tecumseh’s movement was gaining strength, **William Henry Harrison**, governor of the Indiana Territory, prepared to stamp it out. In November 1811, after learning that Tecumseh had gone south to recruit more followers, Harrison gathered troops and marched toward Prophetstown. Tenskwatawa sent fighters to intercept Harrison near the Tippecanoe River. The Battle of Tippecanoe left nearly 200 of Harrison’s troops dead or wounded, but it shattered Native American confidence in the Prophet. Many, including Tecumseh, fled to Canada.

Tecumseh’s flight to Canada seemed to prove that the British were supporting the Native Americans, as did the British-made rifles his forces left behind on the battlefield. Many western farmers argued that war with Britain would **enable** the United States to seize Canada and end Native American attacks. In June 1812, President Madison gave in to the pressure and asked Congress to declare war. The vote in Congress split along regional lines. The South and West generally voted for war; the Northeast did not.

 **Examining** Why did Americans in the South and West favor war with Great Britain?

## The Invasion of Canada

**MAIN Idea** Americans attacked British Canada at several points along the border and fought for control of the Great Lakes.

**HISTORY AND YOU** Can you think of any war that has deeply divided Americans? Read how Americans disagreed about the War of 1812.

Although the Republican-led Congress had called for war, the nation was not ready to fight. The army had fewer than 7,000 troops and little equipment. The navy had only 16 ships. Also, Americans were deeply divided over the war. Many people in New York and New England called it “Mr. Madison’s War,” implying that it was a private fight that did not deserve the nation’s support.

Paying for the war also posed a problem. The year before the war, Republicans had shut down the Bank of the United States by refusing to renew its charter. This made it difficult for the government to borrow money because most private bankers were located in the Northeast. They opposed the war and would not lend money to the government. Despite the nation’s military and financial weaknesses, President Madison ordered the military to invade Canada.

## Three Strikes Against Canada

American military leaders planned to attack Canada from three directions—from Detroit, from Niagara Falls, and up the Hudson River valley toward Montreal. All three attacks failed. The British navy on Lake Erie rapidly shuttled troops to Detroit and forced the American commander, General William Hull, to surrender.

The British then shifted their troops to the Niagara peninsula, where they took up positions on Queenston Heights along the Niagara River. From there, they easily drove off some 600 American troops who had landed on the Canadian side of the Niagara River. The American force would have been larger, except that the New York militia, many of whom opposed the war, refused to cross the river. They argued that the terms of their military service did not require them to leave the country.





The third American attack fared no better than the first two. General Henry Dearborn, marching up the Hudson River toward Montreal, called off the attack after the militia refused to cross the border.

## Perry's Victory on Lake Erie

The following year, the United States had more success after Commodore **Oliver Perry** secretly arranged for the construction of a fleet on the coast of Lake Erie in Ohio. On September 10, 1813, Perry's fleet attacked the British fleet on Lake Erie near Put-in-Bay. When his own ship was no longer able to fight, Perry rowed to another vessel. After a grueling four-hour battle, the British surrendered.

Perry's victory gave the Americans control of Lake Erie. It also enabled General Harrison to recover Detroit and march into Canada, where he defeated a combined force of British troops and Native Americans at the Battle of the Thames River.

Harrison's troops from the west were supposed to meet up with American troops from Niagara Falls in the east. British troops and Canadian militia, however, stopped the American attack from the east at the Battle of Stony Creek. When Harrison learned of the defeat, he retreated to Detroit. By the end of 1813, the United States still had not conquered any territory in Canada.

**Reading Check Explaining** Why was conquering Canada an important American goal in the War of 1812?

# The War Ends

**MAIN Idea** After more than two years of fighting, the war ended with a treaty that left boundaries the same and did not address the causes of the war.

**HISTORY AND YOU** When was the last time you heard the national anthem, “The Star-Spangled Banner”? Read about the attack on Fort McHenry that inspired the lyrics by Francis Scott Key.

In 1814 Napoleon’s empire collapsed. With the war against France over, the British were able to send much of their navy and many more troops to deal with the United States. The British strategy for the war had three parts. First, the British navy would raid American cities along the coast. Second, they would march south into New York from Montreal, cutting New England off from the rest of the country. Third, they would seize New Orleans and close the Mississippi River to western farmers. The

British believed this strategy would force the United States to make peace.

## British Forces Attack Washington and Baltimore

With attention focused on Canada, in August 1814, a British fleet sailed into Chesapeake Bay and landed troops within marching distance of Washington, D.C. The British easily dispersed the poorly trained militia defending the capital and entered the city unopposed. Madison and other government officials hastily fled. The British set fire to the White House and the Capitol. They then prepared to attack Baltimore.

Unlike Washington, D.C., Baltimore was ready for the British. The city militia inflicted heavy casualties on the British troops that went ashore. After bombarding Fort McHenry throughout the night of September 13, the

### PRIMARY SOURCE

#### The War of 1812 Ends

▼ Although it took place after the peace treaty had been signed in Ghent, the Battle of New Orleans made future president Andrew Jackson a national hero, easing his entrance into politics.



#### The Effects of the War of 1812

- Increased the prestige of the United States
- Generated a new spirit of patriotism among Americans
- Fostered national unity
- Greatly weakened the Federalist Party

#### Analyzing VISUALS

1. **Explaining** How did the War of 1812 affect national politics?
2. **Determining Cause and Effect** In 1818 Britain and the United States reached an agreement on the border between Canada and the United States. How might the outcome of the war have helped them reach agreement?



British abandoned their attack on the city. Francis Scott Key, a young lawyer held aboard a British ship during the shelling, was elated to see the American flag still flying above the fort at dawn. On the back of a letter, he scribbled a poem about the battle that would later become the national anthem of the United States. The final lines of the poem evoke the powerful symbolism of the flag: “O say does that Star-Spangled Banner yet wave / O’er the land of the free and the home of the brave?”

The same month the British attacked Washington and Baltimore, they sent a force of 15,000 well-trained British soldiers south from Montreal into New York. The key to the British advance was control of Lake Champlain. On September 11, 1814, the American fleet on the lake defeated the British fleet; realizing that the Americans could use their control of the lake to surround them, the British abandoned the attack and retreated to Montreal.

## Events in New England and New Orleans


The British offensive increased New England’s opposition to the war. In December 1814, Federalists from the region met in Hartford, Connecticut, to discuss what they could do independently of the United States. Although members of the Essex Junto urged New England to secede, moderate delegates refused to support such extreme action. Instead, the **Hartford Convention** called for several constitutional amendments to increase the region’s political power.

Less than a month after the Hartford Convention began, an American victory in the South put a stop to Federalist complaints. In January 1815, a British fleet with some 7,500 men landed near New Orleans. The American commander, General Andrew Jackson, quickly improvised a defense using cotton bales. The thick bales absorbed the British bullets, while the British advancing in the open provided easy targets for the American troops. The fighting ended in a decisive American victory.

The Battle of New Orleans made Andrew Jackson a national hero. It also helped to destroy the Federalist Party. As **nationalism**, or feelings of strong patriotism, surged, the Federalists at the Hartford Convention appeared divisive and unpatriotic. They never recovered politically, and within a few years the party ceased to exist.

Peace negotiations began in the Belgian city of Ghent even before the major battles of 1814. On December 24, 1814, the negotiators signed the **Treaty of Ghent**, ending the War of 1812. The treaty restored prewar boundaries but did not mention neutral rights or impressment, and no territory changed hands. Still, the War of 1812 increased the nation’s prestige overseas and generated a new spirit of patriotism and national unity.

Four years later in the Convention of 1818, the United States and Great Britain set the U.S.-Canadian border from what is now Minnesota to the Rocky Mountains at 49° north latitude. The countries also agreed to claim jointly for the next ten years a region farther west known as the Oregon Country.

 **Reading Check** **Examining** What were the effects of the Battle of New Orleans?

# Section 4 REVIEW

## Vocabulary

**1. Explain** the significance of: Non-Intercourse Act, War Hawks, Tecumseh, William Henry Harrison, Oliver Perry, Hartford Convention, Treaty of Ghent.

## Main Ideas

- 2. Explaining** What was the significance of the Battle of Tippecanoe?
- 3. Determining Cause and Effect** What was the outcome of Oliver Perry’s attack on the British on Lake Erie?
- 4. Identifying** What happened in 1814 that enabled the British to focus on the war with the United States?

## Critical Thinking

- 5. Big Ideas** What did Tenskwatawa’s death signify for the Native Americans of the Northwest Territory?
- 6. Organizing** Use a graphic organizer similar to the one below to list how Americans in different regions felt about war with Great Britain.

Section of U.S.	Position on War	Reason for War Position
West		
South		
North		

- 7. Analyzing Visuals** Study the map about the War of 1812 on page 179. Which battle of the war was fought furthest north, and which side had the victory?

## Writing About History

- 8. Descriptive Writing** Suppose you are an American citizen at the beginning of the War of 1812. Write a letter to a friend describing how the idea of the war makes you feel.



**Study Central** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

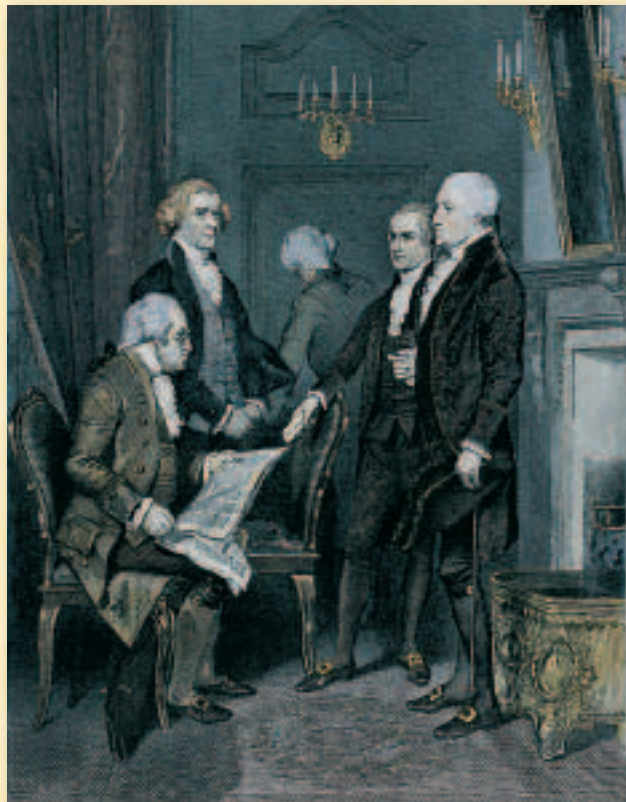
# Chapter 4 VISUAL SUMMARY



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from [glencoe.com](http://glencoe.com).

## Organizing the Government and Expanding the Nation

- Washington creates the first cabinet: a secretary of war, a secretary of the treasury, a secretary of state, and an attorney general.
- Congress passes the Judiciary Act, establishing federal courts, including the Supreme Court.
- The Bill of Rights is added to the Constitution.
- To finance the new government, Alexander Hamilton proposes a national tariff, excise taxes, a Bank of the United States, and redeeming Revolutionary War bonds at full value.
- In *Marbury v. Madison*, the Supreme Court asserts the power of judicial review.
- The Louisiana Purchase nearly doubles the size of the United States. Lewis and Clark, and Zebulon Pike explore the territory.
- Jay's Treaty improves trade relations with the British Empire.
- Pickney's Treaty secures use of the lower Mississippi River from Spain.
- The debate over Hamilton's plans leads to the emergence of the first two political parties—the Federalists, supported by artisans and merchants in the Northeast, and the Democratic-Republicans, supported by farmers in the South and the West.
- Jay's Treaty with Britain angers Republicans.
- France's attacks on American ships leads to the Quasi-War, and Federalists try to limit political criticism with the Alien and Sedition Acts.



▲ Washington's first cabinet, from left to right: Secretary of War Henry Knox, Secretary of State Thomas Jefferson, Attorney General Edmund Randolph, and Secretary of the Treasury Alexander Hamilton.



▲ In one of the most spectacular American victories of the War of 1812, the USS Constitution defeated the British HMS Guerriere.

## Causes of the War of 1812

- The French Revolution leads to a war between Britain and France; the British and French start seizing merchant ships—including American ships—headed to each other's ports. The war increases party divisions; the Federalists support Britain and the Republicans support France.
- When the Republicans gain control of Congress and the presidency, tensions with Britain grow worse.
- British impressment of American sailors angers Americans.
- British support of Native Americans, including Tecumseh, angers settlers in the West.
- British trade restrictions and seizure of merchant cargo heading to France angers Southern planters and frontier farmers.
- An American embargo fails to convince the British to change their policies.
- A group of congressmen, known as War Hawks, call for war, both to avenge Britain's violations of American sovereignty and to protect the interests of the South and the West.



## STANDARDIZED TEST PRACTICE

### TEST-TAKING TIP

Often it is helpful to identify the key term in a question and then locate its synonym in an answer choice to identify the correct answer.

### Reviewing Vocabulary

*Directions: Choose the word or words that best complete the sentence.*

- President Washington set a precedent when he met regularly with his
  - secretary.
  - speculators.
  - cabinet.
  - generals.
- Under the theory of \_\_\_\_\_, the states could declare a federal law invalid.
  - republicanism
  - agrarianism
  - interposition
  - nullification
- In the early 1800s, the United States protested British \_\_\_\_\_ of American sailors.
  - impressment
  - enlistment
  - execution
  - embargoes
- After the War of 1812, there was an upsurge of \_\_\_\_\_ in the United States.
  - internationalism
  - nationalism
  - agrarianism
  - republicanism

### Reviewing Main Ideas

*Directions: Choose the best answer for each of the following questions.*

#### Section 1 (pp. 154–159)

- One of the most important acts of the first U.S. Congress under the Constitution was to
  - elect George Washington as the first president.
  - establish a federal banking system.
  - pass the Tariff of 1789.
  - add a Bill of Rights to the Constitution.
- The Democratic-Republican Party was started mainly to oppose the ideas of
  - Thomas Jefferson.
  - John Adams.
  - Alexander Hamilton.
  - George Washington.

#### Section 2 (pp. 162–167)

- In 1795 Pinckney's Treaty granted the United States the right to which of the following?
  - take over British forts in the Northwest Territory
  - navigate the Mississippi River
  - impress British sailors
  - remain neutral between Britain and France
- The Convention of 1810 ended which conflict?
  - Little Turtle's War
  - the War of 1812
  - the Franco-British War
  - the Quasi-War

#### Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	154–155	167	173	181	154–155	158–159	164	164–165

**GO ON** 

# Chapter 4

9. How did President George Washington react to the conflict between France and England in 1793?
- A He used the opportunity to begin the war for American independence.
  - B He declared the neutrality of the United States.
  - C He aided the French because they had supported the American Revolution.
  - D He negotiated a peace settlement between the warring nations.

## Section 3 (pp. 168–173)

10. In 1804 Lewis and Clark set off to explore
- A the Louisiana Territory.
  - B the Colorado Territory.
  - C Spanish Florida.
  - D the Mississippi River.
11. The Supreme Court decision in *Marbury v. Madison* established the principle of
- A judicial review.
  - B democratic republicanism.
  - C nullification.
  - D constitutionality.

## Section 4 (pp. 176–181)

12. In the Battle of Tippecanoe, U.S. General William Henry Harrison defeated the forces of
- A Little Turtle.
  - B Great Britain.
  - C Tecumseh.
  - D Napoleon.
13. At the Hartford Convention in 1814, some delegates urged New England to
- A boycott British goods.
  - B fight against the national bank.
  - C establish a whiskey tax.
  - D secede from the United States.

## Critical Thinking

Base your answers to questions 14 and 15 on the map below and on your knowledge of Chapter 4.



14. In the Treaty of Greenville, Native Americans gave up most of which present-day state?
- A Ohio
  - B Pennsylvania
  - C Kentucky
  - D Virginia
15. The new territory acquired by this treaty gave the United States access to which of the following?
- A Lake Michigan
  - B the Atlantic Ocean
  - C Lake Erie
  - D the Mississippi River

### Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	162	169	171	178	181	184	184

**GO ON** 



16. Why did James Madison argue that Congress could not establish a national bank?
- A Congress could establish only state banks.
  - B Establishing a bank was not one of the federal government's enumerated powers.
  - C The power to establish a bank was explicitly given to the judicial branch.
  - D Congress had the power to do only what was necessary and proper.

Analyze the cartoon and answer the question that follows. Base your answer on the cartoon and on your knowledge of Chapter 4.



17. This cartoon, in which French leaders harass a woman symbolizing the United States, was created in response to the
- A Essex Junto.
  - B XYZ Affair.
  - C Hartford Convention.
  - D Hamilton-Burr Duel.
18. What was one way Jefferson limited the power of the federal government. Which of the following is one action he took to achieve this goal?
- A increasing the size of the army
  - B renewing the Alien and Sedition Acts
  - C dissolving the Republican Party to eliminate conflict
  - D cutting the federal budget

## Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

At a town meeting in Brewster, Massachusetts, on July 20, 1812, the residents wrote a petition to President Madison. In it they stated the reasons they opposed the war:

"In attending to the *reasons* for the present states of warfare as exhibited to our view by public documents, we lament that they do not furnish to our minds satisfactory evidence of its prosperity. . . .

We ask leave in conclusion to state that about three fourths of our townsmen depend on the sea for means of subsistence for themselves and families. By the recent declaration of war more than one half of that proportion is liable to fall into the hands of the enemy with a large proportion of their property, and many of their wives and children may thereby be reduced to extreme poverty. We would be permitted to further remark that out of this large proportion of [seamen] belonging to this town, we have but *four* detained by foreign nations. . . ."

—quoted in *Columbian Centinel*, July 20, 1812

19. What reasons do the residents give for opposing the war?
20. Were the residents of Brewster worried more about losing townsmen and property to impressment or to fighting the British?

## Extended Response

21. Each of the first three presidents under the new Constitution experienced both successes and failures. Write an essay discussing the highest and lowest points of the presidencies of Washington, Adams, and Jefferson. Your essay should include an introduction and three paragraphs using evidence from the chapter to support your ideas.

**STOP**

**History ONLINE**

For additional test practice, use Self-Check Quizzes—Chapter 4 at [glencoe.com](http://glencoe.com).

### Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20	21
Go to Page . . .	156–157	164–165	168	176–181	176–181	154–181